

Walton High School, Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Walton High School
Number of pupils in school	1267
Proportion (%) of pupil premium eligible pupils	101 (8%)
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Bruce Fletcher Acting Headteacher
Pupil premium lead	Natalie Turner Acting Assistant Headteacher
Governor / Trustee lead	Grant Cairns

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78,388
Recovery premium funding allocation this academic year	£12,905
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£91,293 Also received £3,578 School Led Tutoring funding

Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum particularly in the core subjects.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs.

Inclusive, high-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the newly appointed catch-up tutor for pupils whose education has been worst affected.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1 – Maths Attainment	In year 11 we have 209 students 16 are PP (7%) The average grade of our non PP students as of Summer of their Year 10 in Maths is a 4+. The Average for our PP is a 3+. This data does only reflect a single assessment point, but the average grade should in theory scale with

	<p>that. It should be noted that there are more pupil premium students in Foundation tier sets (Average Grade 4=), which reflects why their grade is lower, but doesn't detract from the fact that these students will need additional help to achieve their goals.</p> <p>In Year 10 we have 17 PP students, at the end of Year 9, 9 students were showing good progress (1 outstanding), and the remaining were Working Towards (6) or Less than Expected (2) with regards to meeting their Year 9 target. The majority of those students with Good Progress are in Set 1 but the others are spread across the ability range. Those who are below or working towards tend to be either in our lowest foundation group, or a lower higher group.</p> <p>Non PP students in general average better (2.34 vs 2.21) when scores are attributed to the different, showing that there is still more to be done with narrowing the gap.</p> <p>In Year 9, where our students follow BSGP, our 21 PP students average closer to a silver than a gold. 10 are on a trajectory for Higher Tier GCSE. These students aside from 1 appear to be on track, but it is the students on a Foundation Tier trajectory that are more likely behind their target band for the end of Year 9 with most being a band away from their Year 9 Targets.</p> <p>This shows that Pupil Premium students are generally behind in comparison to their Non-PP peers, the numbers of PP students increase from Year 11 to Year 9, showing the need for continued use of pupil premium funding in Maths at Walton.</p>
2 – COVID Impact	<p>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.</p> <p>This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations, especially in maths.</p>
3 – Cognition	<p>Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum, particularly maths and science.</p>
4 – Well-being	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</p>

<p>5 – Attendance</p>	<p>Over the last year, staff referrals for support for students has remained high, with 71 (6 of whom are disadvantaged) students currently require additional behavioural and/or social and emotional support. These interventions range from Alternative Provision to welfare referrals to the school counsellor. As a trend over the last 2 years, (21/22 and 22/23) this number will increase throughout the year.</p> <p>Our attendance data over the last full school year was 91.1% as an average over all 5 years. Attendance of our disadvantaged students was 92.4%, higher than their counterparts.</p> <p>This year’s whole school attendance to date attendance is 94.6%. The attendance among pupil premium students' year to date is 92.6%, lower than their peers, but an improvement the same time frame last year at 90.46%.</p> <p>21% of disadvantaged pupils have been ‘persistently absent’ (attendance lower than 90%) compared to 19% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress, however the difference in attendance percentages is not significant.</p>
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Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Improved attainment among disadvantaged pupils across the curriculum at the end of KS4.</p>	<p>2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> • an average Attainment 8 score of 55
<p>Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.</p>	<p>Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects.</p>
<p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.

<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none">• the overall absence rate for all pupils being no more than 2018/19 level and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.• the percentage of all pupils who are persistently absent should be reduced and the gap between the disadvantaged students and their peers should also be reduced.
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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: **£34,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of an additional maths teacher in order to facilitate:</p> <p>Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of the guidance in school, and to access Maths Hub resources and CPD offers (including Teaching for Mastery training).</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p> <p>To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models:</p> <p>KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3</p>
<p>Developing metacognitive and self-regulation skills in all pupils.</p> <p>This will involve ongoing teacher training and support and release time.</p> <p>It will first be rolled out in maths and science followed by other subjects.</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p>	<p>3</p>

Targeted academic support

Budgeted cost: **National Tutoring Programme Funding**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Catch up tutor leading small groups and 1:1 tutoring for pupils whose education has been most impacted by the pandemic across Maths and English. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	3,4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£49,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Creation and staffing of an Inclusion Hub with the capacity to accommodate those students who require time out from the formal curriculum Employment of additional qualified Counselling hours (inc dedicated post 16 allocation) to support students with mental health issues	Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)	4, 5
Embedding principles of good practice set out in DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	5

Attendance/support officers will be appointed to improve attendance. Employing the Services of 'VIP Education'		
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £91,293

Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021-2022 academic year.

Our internal assessments during 2021/22 suggested that the performance of disadvantaged pupils was higher than in the previous 3 years in key areas of the curriculum.

ATTAINMENT / PROGRESS 8 – PUPIL PREMIUM

Year	Attainment Eight	Progress 8
2021	51.36	0.26
2022	52.44	0.04
2023	48.62	-0.40

Our assessment of our 2023 data is the Attainment Eight of our disadvantaged pupils was better than the collaborative data (Sisra). Whilst the performance of the whole cohort was slightly better than that of the disadvantaged students (48.62 vs 46.52), they still compared favourably against the collaborative data.

Attainment

Nationally there is a widening of the gap between attainment by those students supported by the Pupil Premium and non-disadvantaged students. Here at Walton, disadvantaged student's attainment compares favourably with National outcomes for non-disadvantaged students.

For **Attainment 8**, disadvantaged students at Walton High School attain in line, and slightly better than with non-disadvantaged students Nationally (Walton Dis. 46.52 v National non-dis. 46.42).

For students achieving grades 9-7 in English and Maths GCSE 22.7% of disadvantaged students achieved this which is significantly higher than the collaborative data.

For Grade 5 or above in English and Maths GCSE, disadvantaged students at Walton High School attained in line with non-disadvantaged students Nationally (Walton dis. 45% v National non-dis. 44%) and in line with Walton non disadvantaged students.

Our disadvantaged pupils have benefitted from our pupils premium funded improvements to teaching and targeted intervention to the degree that we intended by our resolution to provide high quality teaching and learning across the curriculum. Last year we employed a Catch-up Tutor to give small group tuition for our students identified as below KS3 level in English or Maths, when starting at Walton in Year 7 and those already at Walton. This will help to bridge the disadvantage gap, prevent it from widening within KS3 and help us to increase our Progress 8 in future years to be better than the collaborative data. Additional maths staffing also supports interventions within the curriculum. This year we have continued the employment of our catch-up tutor but included KS2 data and feedback from our own baselines to put support in place sooner in Y7, with Year 8-11 continuing their support.

The 22/23 school year full school attendance was 91.1%. Currently absence among disadvantaged pupils was higher than their peers with their attendance at 85% for 20/21. 19% of disadvantaged students were persistently absent during the school year so far, this is higher than their peers. This shows that attendance within Pupil premium students is still a priority. This year we have invested in 'Class Charts' to be able to better track our attendance for both non disadvantaged and disadvantaged pupils. Assistant Heads of House are being deployed to collate this data, feedback to parents, and speak to students to further improve attendance and therefore outcomes.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health have been significantly impacted from COVID -19. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan. Pupil premium students are meeting with Heads of House across the year to discuss any behaviour or well-being support they require. Pastoral interventions, school counsellor, careers support and/or use of inclusion can be utilised based on students' needs.

Externally provided programmes

Programme	Provider
Attendance	VIP Education

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- utilising support from our local [Mental Health Support Team](#) and local behaviour hub, plus funding for CPD from the local authority's Wellbeing for Education Recovery budget, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in school similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.